

GRADE ONE UNIT: A Walk Around Our Community

CCLS Aligned Unit 1 (Based upon Unit 2 Scott Foresman Reading Street)

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Overview of Unit Procedure

- First grade learners will study the concept of a community within family, school and neighborhood.
- They will read different texts and use the facts they have gathered to compose organized writings that reveal the different types of jobs within the various communities.
- They will engage in research relevant to a particular job of their choice.
- They will read informational text to gather facts about their job.
- They may use an appropriate media tool (e.g., slideshow, Keynote, Storykit, Fotobabble, Draw 4 Free, etc.) to record their notes.
- They will establish a main idea from their notes and choose relevant supporting details.
- They will organize their facts and details into an effective digital product, using the appropriate media tools.
- They will expand, refine, and revise their thinking and work as they learn more about their chosen job and their own processes as researchers and writers.
- They will share their drafts with a global audience in order to receive additional feedback and contribute to the learning of others.
- They will receive targeted support for their specific comprehension, fluency, and writing needs during guided reading and guided writing sessions.
- Children will transfer gathered information from various digital sources and texts to create and label a map of their ideal community.

UNIT RATIONALE: Students who are college and career ready will develop personal, cultural, textual, and topic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

What is the Organizing Center of this Unit? Research Process

Measurable Learning Targets: What will students know and be able to do by the end of this unit?

Responding to Literature:

Students will respond to literature by employing knowledge of literary language, textual features and forms.

They will read, comprehend, reflect upon and interpret literary texts from a variety of genres and community cultures.

They will connect between main ideas and information within the text,

They will identify: Table of Contents, Glossary, Headings, Title Page, and maps.

Independently Identify from Informational Text Read:

Main Idea, Supporting Detail, Facts, Illustration, and Organization as a Trait of Writing.

Effectively Develop in Own Writing:

Students will respond to the guiding questions for topic, create a main idea, use supporting details, use facts from varied sources, revise, illustrate, make notes, and demonstrate effective organization

Independently Demonstrate Foundational Skills:

Students will follow words left to right independently, Pronounce CVC and CVCe words accurately, Recognize high frequency words by sight, and Read emergent reader text purposefully.

Demonstrate Speaking and Listening Skills:

Students will demonstrate active listening, taking turns while others speak, speaking clearly, sharing facts found, asking questions for clarification, and using drawing to share details.

Essential Questions:

- Where do people live, work, learn and play together?
- Who are the many different groups of people?
- How do people in communities help each other?
- Which tools can connect us to those we might learn more from?
- Which tools can locate and organize our facts best?
- How can we share our research in ways that will matter to others?
- What did we learn that we didn't expect?

ALIGNMENT OF INSTRUCTIONAL MOMENTS, PURPOSES, AND RESOURCES

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	Target comprehension, fluency, listening and speaking and/or language skills	Scott Foresman Unit 2 leveled readers Rubrics Checklists Annotated Records
LITERATURE STUDY	<ul style="list-style-type: none">• Main Idea• Cause and Effect• Author's Purpose• Compare and Contrast• Supporting Details• Use of Facts• Text• Illustration• Organization as a Trait of Writing• Active Listening• Taking turns as others speak• Speaking Clearly• Sharing facts found• Asking questions for clarification• Using drawings to share to details	Individual or small group—selected text relevant to themed topics Big Fish for Max by Rosemary Wells The Farmer and the Hat by Pat Cummings Who Works Here? By Melissa Blackwell Burke Rubrics Checklists Annotated Records Selection Tests

INTERACTIVE READ ALOUD	<ul style="list-style-type: none">• Main Idea• Cause and Effect• Author’s Purpose• Compare and Contrast• Supporting Details• Use of Facts• Text• Illustration• Organization as a Trait of Writing• Active Listening• Taking turns as others speak• Speaking Clearly• Sharing facts found• Asking questions for clarification• Using drawings to share to details• Revision	<p><i>Walk Around a City</i> by Peter & Connie Roop</p> <p>Rubrics Checklists Annotated Records</p>
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MOMENT:	PROVIDES TEACHERS POTENTIAL TO FORMATIVELY ASSESS:	USING THESE RESOURCES:
INDEPENDENT READING	<ul style="list-style-type: none"> • Sort facts into categories • Main Idea • Supporting Details • Text • Illustration • Organization as a Trait of Writing 	<p>Student-selected texts</p> <p>Rubrics Checklists Annotated Records</p>
GUIDED WRITING	<ul style="list-style-type: none"> • Targeted writing skills 	<ul style="list-style-type: none"> • Classroom library books • Leveled Readers • http://teacher.scholastic.com/commclub <p>Rubrics Checklists Annotated Records</p>
INVESTIGATIONS	<ul style="list-style-type: none"> • Guided Question for Research Process • Main Idea • Supporting Details • Use of Facts from Varied Sources • Research Process • Revision • Text • Illustration • Note-making • Organization as a Trait of Writing • Correctly use the words, facts, research and revision in conversation 	<ul style="list-style-type: none"> • http://teacher.scholastic.com/commclub • Tools of the Trade Writing <p>Rubrics Checklists Annotated Records</p>
INDEPENDENT WRITING	<ul style="list-style-type: none"> • Use upper and lower case letters appropriately • Form plural nouns by adding s • Expand complete sentences • Spell CVC & CVCe words correctly • Sort facts into categories • Main Idea • Supporting Details • Use facts from various sources • Research Process 	<ul style="list-style-type: none"> • Tools of the Trade • Student Drafts and Final Copies <p>Rubrics Checklists Annotated Records Selected Tests</p>

	<ul style="list-style-type: none"> • Revision • Text • Illustration • Note Making • Organization as a Trait of Writing 	
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Which 21st Century Literacy Skills and Strategies Will Learners Use?

- **Collaborate: Relationship Building**
- **Communicate: Presentation**
- **Create: Presentation**
- **Connect Information: Global Network, Media Digital Information**
- **Critical Thinking: Reasoning, Making Choices, Problem Solving**
- **Fluency: Reading, Writing, & Speaking**
- **Respond**
- **Evaluation**
- **Analysis**
- **Keyboarding**

What Will Learners Create and Share with Authentic Audiences?

Unit 2 Inquiry Project (Teacher Edition Pg. 9)

Plan a Community

Children can work individually, or in pairs, to plan a community that includes human and natural resources.

1 **BRAINSTORM** Children think about what would make the perfect community that they would like to live in. The community should meet their needs and wants.

2 **GATHER INFORMATION** Children look through books and magazines to find examples of human and natural resources to include in their community.


3 **ORGANIZE INFORMATION** Children make lists of human and natural resources they would have in their community. They can organize the resources under needs and wants.

4 **USE GRAPHIC SOURCES** Children study maps and grids to get ideas of how to organize their community.

5 **SYNTHESIZE SOURCES** Children transfer their lists of resources to a map of their ideal community.

6 **PUBLISH** Children present their community map to the class.

An assessment rubric can be found

on [p. 164a](#). 

What Will Learners Create and Share with Authentic Audiences (continued)?

Unit Project

On [p. 9](#), you assigned children a unit-long inquiry project, planning a fictional community. Children have investigated, analyzed, and synthesized information during the course of the unit as they planned their community. Schedule time for children to present their projects. The project rubric can be found below.



Unit Inquiry Project Rubric

4

Map is accurate and highly detailed.
Map shows a balance of natural and human resources.
Map includes resources that fulfill several wants and needs.

3

Map is accurate but not as detailed.
Map shows both natural and human resources, but they are not balanced.
Map includes resources that fulfill some wants and needs.

2

Map is not accurate and has little detail.
Map shows either natural or human resources, but not both.
Map includes resources that fulfill some wants or needs.

1

Map is neither accurate nor detailed.
Map does not show natural or human resources.
Map does not include resources that fulfill wants or needs.

Other Project Ideas

- Tools of the Trade: Home/School connection where students bring in a simple tool/item that represents a family member's occupation (e.g. a hammer for a construction worker). Example of an end product could be a class book.
- Walk Around Lockport/School Community/Our Neighborhood (e.g. create a slideshow; keynote, storykit, fotobabble, etc.).

What will Learners Create and Share with Authentic Audiences?

Students will create a completed written piece about the topic and a labeled community map. This will be produced using digital means including iPad apps: storykit, fotobabble, and/or draw 4 free.

What should the Rough and Final Drafts of this Product Enable Us to Assess?

- Student Use of Technology
- Use Upper and Lowercase Letters appropriately
- Use proper nouns appropriately
- Label map correctly
- Use Correct Capitalization and Punctuation
- Spell Simple Words Phonetically Pertaining to the Topic
- Develop a Main Idea
- Include Relevant Details
- Use Content Specific Vocabulary
- Use facts from a Variety of Sources
- Use of the Research Process
- Revision
- Ability to Create Relationships Between Text and Illustration
- Note Making Skills
- Organization as a Trait of Writing

How Does This Unit Align to the Standards?

Work with Your Team to Articulate this Unit's Alignment to the Standards

Reading Literature (RL)

RL.1.1	RL.1.7
RL.1.2	RL.1.5
RL.1.3	RL.1.10

Reading Informational Text (RI)

RI.1.1	RI.1.6
RI.1.2	RI.1.7
RI.1.3	RI.1.9
RI.1.4	RI.1.10
RI.1.5	

Writing (W)

W.1.1	W.1.6
W.1.2	W.1.8
W.1.5	W.1.11

Reading: Foundational Literacy Skills (RF)

RF.1.1a	RF.1.4a
RF.1.3g	RF.1.4b

Listening and Speaking (LS)

LS.1.1a	LS.1.3
LS.1.1b	LS1.4
LS.1.1c	LS.1.5
LS.1.2	LS.1.6

How Does This Unit Align to the Standards? (cont'd)

Language (L)

L.1.1b **L.1.4a**

L.1.1c **L.1.5a**

L.1.1d **L.1.5b**

L.1.1e **L.1.6**

L.1.1f

L.1.1g

L.1.1i

L.1.1j

L.1.2a

L.1.2b

L.1.2d

L.1.2e

